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ABSTRACT

A report of a study of issues in public higher education in Texas is presented, along with recommendations of the Select Committee on Higher Education to improve access, quality, and management. Attention is directed to: institutional role and mission statements, general funding policies, research and technology funding, faculty compensation, student financial assistance, and management techniques. Also considered are roles and responsibilities of the state legislature, the Texas Higher Education Coordinating Board, governing boards, system administrations, and colleges and universities. Additional topics include: doctoral degree programs, technical-vocational higher education, testing and remediation, assessment of educational outcomes, teacher education, admission standards, board and system alignments, base funding, incentive funding, special initiative funding, human resources management, physical plant management, accounting and financial reporting procedures, and statewide higher education telecommunications networks. Appended are Texas House Concurrent Resolution Number 105, passed by the 69th Legislature. Mission statements for 39 institutions are included. (SW)

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REPORT

of the

Select Committee on Higher Education

February 1987

HE020399

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ACKNOWLEDGMENTS

The Select Committee on Higher Education received valuable asistance from many people, institutions of higher education, agencies and organizations throughout the State and Nation. We publicly express our appreciation to the accounting firm of Coopers and Lybrand for providing a service of great value to the State of Texas, including their contribution of resources and hundreds of man-hours to the management audit project. We commend their report to all Texans.

Allow us to thank collectively others who generously gave time, thought and information to the Select Committee during the preparation of this report. We wish particularly to thank the individuals, foundations and organizations who provided financial support.

February 25, 1987

LETTER FROM THE CHAIRMAN

The Honorable William P. Clements, Jr., Governor of Texas
The Honorable William P. Hobby, Lieutenant Governor of Texas
The Honorable Gib Lewis, Speaker of the House of Representatives
Members of the 70th Legislature

On behalf of the members of the Select Committee on Higher Education, I am pleased to submit our report and recommendations.

The Select Committee has made a comprehensive study of all issues and concerns relating to higher education in Texas as required by House Concurrent Resolution, No. 105 passed by the 69th Legislature. Our work included a management audit of public higher education in Texas; three task forces to study the issues in depth and to develop appropriate recommendations; twenty-six meetings of the task forces; two hundred and thirty-five formal briefings; and sixty-four public testimony presentations. The Select Committee has received valuable input from members of the public, private, academic and government sectors and such input has been helpful in formulating the report and recommendations. The report contains our recommendations for improving access, quality and management of Texas public higher education.

We are grateful for the opportunity to participate as members of the Select Committee on Higher Education, and we sincerely hope our report and recommendations will be of benefit to you and to the State of Texas.

Respectfully submitted,

Larry Temple

Larry Temple
Chairman

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Preface

PREFACE

The Committee recognizes
that changes in the State of Texas
are occurring and will continue
at an exponential rate
and that Texans must be trained
for vocations and professions
and educated to understand the
cultural, scientific and social forces
shaping their lives.

The State's future prosperity
will depend more extensively on economic
diversification and the cultivation of its
human resources through education.

PREFACE

We believe higher education is vital to the advancement of society. Support for higher education demonstrates a society's commitment to progress. By exploring the frontiers of knowledge, higher education produces new ideas to meet future challenges and an investment in education is an investment in the future development and prosperity of Texas.

Economic, technological and social changes are increasing at exponential rates. Texans must be trained for vocations and professions and educated to understand the cultural, scientific and social forces shaping their lives. The public higher education system of Texas should provide a setting dedicated to nurturing collective excellence and individual achievement.

Texas traditionally prospered through the hard work of its citizens and the development of its bountiful natural resources. But future prosperity will depend more extensively upon economic diversification and the cultivation of human resources through education. Therefore, we affirm the necessity and importance of all aspects of higher education—vocational and technical training, liberal arts and sciences education, and graduate and professional education and training. Only all of these elements in concert are sufficient to provide the educated citizenry the future will demand.

Principles of Texas Higher Education

PRINCIPLES OF TEXAS HIGHER EDUCATION

Teaching and learning
are the central missions
of higher education.

Research enhances
both the educational process
and the advancement of knowledge.

Public service
is a significant function of higher education.

**The People of Texas have the right to expect
quality and high standards
in all aspects of higher education.**

**Higher education
should be accessible to all citizens
who seek and qualify for admission.**

**Higher education
should provide diverse educational
opportunities.**

**Adequate funding
is critical for higher education to
achieve its purpose.**

**The People of Texas are entitled
to efficient and effective
management of higher education.**

**The People of Texas are entitled
to capable and creative
leadership in higher education.**

PRINCIPLES OF TEXAS HIGHER EDUCATION

The people of Texas have the right to expect quality and high standards in all aspects of public higher education: Teaching, research and public service

Teaching and learning are the central missions of higher education. Faculties in Texas colleges and universities should be among the best in the United States. Their compensation should be competitive with those of comparable institutions throughout the nation. Outstanding faculties should be developed and nurtured. Top scholars should be recruited and retained, rewarded for excellence, and provided sufficient resources for their work.

Research enhances both the educational process and the advancement of knowledge. University research contributes to economic growth through the education and training of scholars and scientists and through the discovery of new insights and relationships leading to innovation and new technology. The quality of university research should be improved by increasing access to research funds among all campuses and academic disciplines, by encouraging competition through expert review, and by requiring greater accountability through merit evaluation of state-supported research programs. The state must recognize the strategic importance of research and build great research universities.

Public service enables colleges and universities to enrich the quality of life for Texas citizens by providing broad access to libraries and cultural events. Local communities receive direct assistance from agricultural and engineering extension services and academic health care centers. Colleges and universities should serve both government and business as an independent source of information for policy decisions, resource allocation, management options and regulatory issues.

Effective teaching, research and public service can be achieved only in an environment free of censorship and restrictions. The autonomy and integrity of our institutions of higher education always should be assured.

Higher education should be accessible to all citizens who seek and qualify for admission

Neither financial status nor social status should serve as a barrier to higher education in Texas. Financial aid, as well as academic and social support services, should be available. Texas colleges and universities should actively recruit and retain students from population groups which have not fully participated in higher education in the past.

Higher education should provide diverse educational opportunities

The state is best served through diverse academic and cultural campus environments. Each public postsecondary educational institution should have a distinct role

and mission. Each college and university should strive to excel in selected academic or technical areas and to achieve distinction among peers nationwide.

Independent colleges and universities constitute a vital segment of the diverse educational opportunities in Texas. In recognition of their important role, the State, through appropriate public policies, should encourage their continued vitality and contributions as integral parts of the higher education system.

Adequate funding is critical for higher education to achieve its purpose

Role and mission statements should identify the specific purposes of each Texas college and university and define activities eligible for state support. Base funding should be allocated at levels which would enable each institution to achieve its primary objectives. Special incentive and initiative funding would enable individual institutions to develop distinct strengths. Colleges and universities should be encouraged to seek additional local, federal, corporate and philanthropic funds to further specific goals. The state should protect the Permanent University Fund and the Higher Education Assistance Fund, as both are important resources in building great universities.

The people of Texas are entitled to efficient and effective management of higher education

Colleges and universities should strive to reduce operating costs through the improved management of human resources and through the cost effective management of physical plants and equipment. Financial reporting should be standardized and streamlined for statewide review and planning. Financial incentives for managerial effectiveness should be provided to colleges and universities demonstrating measurable operating efficiencies and increased productivity.

The people of Texas are entitled to capable and creative leadership in higher education

The Texas Legislature should define state policies and goals for higher education, appropriate necessary funds and hold the higher education system accountable.

The Texas Higher Education Coordinating Board should serve as an advocate for higher education. It should provide data and offer advice, maintaining the capability for comprehensive long-range planning to assist the Legislature. The board also should coordinate the effective delivery of services and efficiently administer assigned statewide programs.

Regents and administrators of campus systems and institutions of higher education should ensure efficient program planning and management, excellence in program performance and accessibility to all Texas residents who seek and qualify for admission to postsecondary education and training.

Faculty in Texas public higher education should strive to develop the intellectual potential of their students through superior teaching and seek new knowledge through superior scholarship and research. Moreover, they should aim for the general improvement of the state's economic and social condition through training in vocations and professions.

Introduction

Changes must occur
if higher education is to meet the needs of a growing population;
the status quo is no longer acceptable.

Texas public higher education is
massive:
37 senior colleges and universities;
49 community colleges;
4 technical institutes;
8 health-related institutions;
a $7 billion physical plant;
16 boards of regents;
830,000 students, faculty, and staff
—all these cost almost $4.5 billion per year.

Other states act on the linkage
between
higher education, economic development and jobs.
Other states are increasing their appropriations to higher education.

Other states are raising faculty salaries.

Texas ranks last
among the ten most populous states
in what it spends on paying its faculty.

To compound the present difficult situation,
there is a need to create
1.5 million new jobs by 2000.

Texas must look to its universities
for new knowledge and for trained minds.

Education must be assured for all who seek it and qualify.
In 2000 minorities will comprise 43 percent of the college age population in
Texas.
Higher education must emphasize
recruiting and retaining students
who have not traditionally participated in large numbers.

Major changes are required in how we go about the business of higher education.

INTRODUCTION

Fundamental change must occur if higher education is to effectively serve the citizens of Texas. No longer is the status quo acceptable. In creating the Select Committee on Higher Education in 1985, the Texas Legislature wrote,

> [t]he continued progress and prosperity of this state has a direct correlation with the quality of the state's system of higher education . . . long-range planning [is] essential to ensuring that the state's higher education system not only meets the needs of our growing population, but also makes a positive contribution to economic development and quality of life in the state.

After fifty meetings and fifteen months of intensive study the Select Committee wishes to propose a set of policies to guide the future development of higher education in Texas and to fuel our economic competitiveness.

Our report is based on the Committee's convictions of what is best for higher education in Texas, not economic or political expediency. In taking the long view, the report seeks to set high standards and thereby improve the quality of higher education and promote more efficient management.

We find that public higher education in Texas is a massive enterprise—37 universities, 49 community colleges, 4 technical institutes and 8 medical and health-related institutions. Those 98 institutions are housed in a $7 billion investment in physical plant. Sixteen boards of regents and 49 boards of trustees govern the system, which includes 830,000 students, faculty and staff. It costs almost $4.5 billion annually to operate. Out of economic necessity we must find a better way to manage the entire enterprise more effectively and efficiently.

The Select Committee commissioned a management audit of higher education, the first conducted in Texas. The accounting firm of Coopers and Lybrand made a comprehensive study of governance, funding and management of higher education to produce a landmark report identifying options for streamlining our colleges and universities. It worked closely over a seven-month period with state and academic officials, as well as members of the Select Committee.

We find other states already encouraging linkages between higher education, economic development and jobs. Most are increasing their appropriations to higher education, and are raising faculty salaries. Texas ranks last among the ten largest states in what it spends on faculty salaries. Colleges and universities clearly are seen as engines of economic development, as evidenced by rigorous opposition expressed by citizens from various regions of the state to closure or merger of campuses in their area.

The state of our economy gives us a sense of urgency:

- The unemployment rate in Texas is 9.6 percent, compared with the national average of 6.7 percent. One of every ten unemployed Americans is a Texan.
- An additional 1.5 million jobs must be created in Texas by the year 2000.
- Economic diversification is imperative to long-term economic development. Education sparks the creativity and ingenuity essential to diversification.
- The increase in U.S. productivity has been the lowest in the industrial world

for ten years. In that period, Japan has achieved a growth in productivity nine times that of the United States by setting productivity as a high national goal.

We have no choice. We must improve our productivity or our standard of living will decline. Vital links exist among higher education, productivity and economic development. We can increase our productivity through the traditional role of higher education to provide a better educated and trained work force, as well as through the new role of higher education to provide the research and technology needed to compete.

More than ever before, Texas must look to its universities for new knowledge and for trained minds. Assuring an education for all who seek it and qualify is especially important in Texas, where minorities will comprise 43 percent of the college-age population in the year 2000. Higher education must place special emphasis on the recruitment and retention of students from population groups that have not traditionally participated in large numbers.

Continuing education also will help the state exploit new economic opportunities in a rapidly changing industrial society. The useful life of education and training becomes shorter in the face of accelerating technological advance. A typical 25 year-old engineer, for example, may need retraining eight times within a forty-year career. By the year 2000, two to three percent of the labor force—some 300,000 Texans—each year may require retraining through continuing education. Strong continuing education programs will help Texas maintain the work force it needs to compete successfully in domestic and world markets.

Texas' commitment to higher education is being severely tested. We must accept the challenge and adopt a strategic plan that commits the necessary resources.

It will not be easy. But we must join together in building the best system of higher education for Texas. We recommend explicit goals and priorities for Texas higher education. This has not been done before. We also recommend systematic steps for reaching those goals.

Texas must move decisively to achieve three broad goals:

1. Strengthen the traditional role of higher education;
2. Firmly establish the critical role of higher education as a powerful instrument for economic development and an indispensable factor in producing a brighter economic future. A key element in this role is research; and
3. Manage and control higher education for better results.

To begin the process, we recommend that the Texas Legislature adopt as public policy a Texas Charter for Public Higher Education based on the following sections of this report:

Preface
Roles and Responsibilities
Institutional Role and Mission Statements
General Funding Policies
Research and Technology Funding
Faculty Compensation

The Texas Charter for Public Higher Education would provide a clear set of goals and missions to guide major policy decisions and resource allocations in the pursuit of the best system of higher education for Texas.

Goals and Priorities

Strengthen the traditional role of higher education by means of established priorities.

Education is a road to individual success and achievement.

Firmly establish the critical role of higher education as powerful instrument for economic development and an indispensable factor in producing a brighter economic future.

A key element in this role is research.

Manage and control higher education for better results.

Strengthen the traditional role of higher education

Higher education traditionally has been valued as an end in itself for personal enrichment. Its role has been to transmit culture through general education, to impart and extend knowledge, and to teach and train students for vocations and professions. At the turn of the next century, our intensely competitive society will require a highly capable work force prepared to cope with change. Education, more than ever before in Texas, will be the road to individual success and achievement.

Our priorities for strengthening the traditional role of higher education include:

- Defining clearly the role, mission and responsibilities of the Texas Legislature, the Texas Higher Education Coordinating Board, governing boards, system administrations and public colleges and universities;
- Developing standards to evaluate progress in fulfilling designated missions;
- Emphasizing quality rather than size;
- Offering faculty salaries competitive with peer institutions nationwide;
- Strengthening baccalaureate degree programs;
- Placing emphasis on the process of learning to learn with less attention to athletics and extracurricular activities;
- Reducing the college drop-out rate in view of the fact that 50 percent of college students nationwide do not complete their college education;
- Requiring prospective teachers to earn a baccalaureate degree in one or more academic diciplines, limiting undergraduate requirements for teacher certification to a minor concentration;
- Encouraging open-access community colleges to fulfill their special responsibility to prepare students for upward mobility within the higher education system; and
- Protecting the Permanent University Fund and the Higher Education Assistance Fund, as both are important resources in building great universities.

Firmly establish the critical role of higher education as a powerful instrument for economic development and an indispensable factor in producing a brighter economic future. A key element in this role is research.

No higher need exists than creating jobs for the people of Texas and providing a highly capable work force. Dr. Clark Kerr, president emeritus of the University of California, has said the "biggest single action in higher education that will influence the future of the nation is to improve the research capacity of American universities." Research awards are made largely on the basis of peer review to universities having a critical mass of outstanding researchers.

The state must recognize the strategic importance of research and build great research universities. And we must support them in competing with the best. Great research universities share four characteristics:

1. *Outstanding faculty and students*. The president of the National Academy of Sciences, Dr. Frank Press, was asked what actions Texas should take now to improve its success in the competition ten years from today. He replied that Texas should seek to attract "highly creative people. Get the best you can, both faculty and students."
2. *High standards*. They must be built into every aspect of academic life, from scholarship and research to institutional management.
3. *Federal funding*. In 1985 the federal government funded 64 percent of all research conducted in U.S. universities. Therefore, federal funds are vital to university research.
4. *Long term funding*. Great public research universities have state governments committed to providing adequate base funding, coupled with incentives to attract private funds.

The Select Committee recommends new concepts as our priorities for funding research:

- That every public university in Texas be allocated lump-sum research funds to be distributed to faculty by campus-wide peer review;
- That there be established a continuity of funding for research;
- That state funded basic research be distributed through statewide competitive peer review;
- That indirect cost recovery to the institution be initiated to provide incentives for obtaining external research funding;
- That a greater portion of the higher education budget be dedicated to university research;
- That a greater portion of state appropriated research funds be distributed through peer review rather than line-item appropriation;
- That more scholarships be provided for graduate students, who are a key to job creation and productivity of the future; and
- That a periodic review of each university's research expenditures be conducted by the Texas Higher Education Coordinating Board and, when justified, role and mission statements revised to reflect research status.

Manage and control higher education for better results

Fundamental problems in higher education in Texas were identified in the management audit conducted for the Select Committee:

- Texas has no established goals, priorities or statewide plan for higher education. The state lacks planning capacity and the flexibility to respond effectively to change.
- The governance structure promotes conflict and inefficiency. It is not properly designed to deliver the best results.
- Serious flaws in the funding process cause inefficient management of resources.

- Neither the Coordinating Board nor any other state agency has the power to set direction for higher education at the state level.
- The legal framework governing higher education does not protect institutional autonomy.
- Texas colleges and universities are highly regulated relative to other states. There is excessive political influence; too much detail at too low a level.
- An imbalance exists between administrative staff and faculty. In the last two years during a hiring freeze, faculty employment at public universities remained stable while administrative employment increased over 11 percent.
- Universities lack the buffers found in other states to insulate them from political pressures.

Our priorities in solving these problems require that we:

- Revise the governance structure for better management and control of higher education;
- Revamp the funding system;
- Provide incentives for efficient and effective management;
- Avoid excessive new construction and excessive attention to athletics;
- Use our existing campus buildings more fully;
- Establish uniform systems of accounting and reporting;
- Conduct a separate and comprehensive study of medical and allied-health education and research, then develop a State master plan for these higher education activities; and
- Implement specific institutional plans to identify, develop and recruit outstanding leaders.

Recommendations

Strengthening the Traditional Role

Responsibility for achieving goals rests with the Texas Legislature, the Texas Higher Education Coordinating Board, governing boards, system administrators and individual colleges and universities.

A Role and Mission Statement is recommended for each Texas university, public/junior college and the Texas State Technical Institute.

Faculty compensation should be no less than the average compensation offered by peer public and private institutions nationwide.

Needy and deserving students ought to be able to attend college.

Doctoral degree programs should be objectively reviewed.

Associate degree programs in baccalaureate degree granting institutions should be phased out or converted to a four-year baccalaureate program.

Technical-vocational higher education must be adaptable, flexible and responsive.

Freshmen, after admission to college or university should be **tested** in reading, writing and mathematics at a level necessary required to perform effectively in college. Noncredit **remediation** should be available on each campus for students identified by the Test as needing assistance.

Public institutions of higher education should continually evaluate progress toward fulfilling their roles and missions through the **assessment of educational outcomes.**

Teacher education should be strengthened by requiring candidates for teacher certification to obtain a baccalaureate degree with a major in one or more academic fields.

Students must be taught to think, learn and write clearly; they must receive a thorough background in the arts, humanities and sciences. The baccalaureate **core curriculum** in the liberal arts must be strengthened.

All Texas public universities will ensure that all courses (with exception of foreign languages) will be clearly taught in the **English language.**

Every institution of higher education should adopt a comprehensive policy on **substance abuse** and take immediate steps to implement that policy.

The Select Committee firmly believes in the principle of **faculty tenure,** recognizes its important role and supports its continuation.

A review of the use of **part-time faculty** should be conducted.

In order to better prepare students to enter college, senior colleges and universities should identify for eighth grade students and their parents what it takes to gain admission and once admitted what it takes to stay in; adopt **admission standards;** and set a goal increasing academic requirements of entering freshmen to reflect demonstrated improvements in Texas secondary education.

ROLES AND RESPONSIBILITIES

Responsibility for achieving our three goals rests with the Texas Legislature, the Texas Higher Education Coordinating Board, institutional governing boards, system administrations, and colleges and universities.

The **Texas Legislature** sets broad policy while delegating the implementation of policy to appropriate officials. The Legislature has responsibility for financing public higher education. Authorizing funding methods to promote educational quality and demanding effective resource management and accountability are the paramount responsibilities of the Texas Legislature.

The Coordinating Board, Texas College and University System, should be renamed the **Texas Higher Education Coordinating Board.** Such a change would more accurately reflect its mission, the coordination of technical institutes, community/junior colleges, and universities. The Texas Higher Education Coordinating Board should be a state planning body to advise the Legislature on higher education and to coordinate designated services statewide. Board members should be well qualified to carry out their statutory responsibilities. Duties of the Coordinating Board should be:

- To develop a five-year master plan, updated annually;
- To revise institutional role, scope and mission statements periodically as changing circumstances warrant, based upon performance standards and state needs, goals and priorities;
- To establish total campus enrollment limits at all public institutions of higher education;
- To report to the Legislature annually on the "state of higher education";
- To present to the Legislature a comprehensive summary and analysis of institutional appropriations requests and formula development, providing a statewide view of funding requirements;
- To establish and maintain a management information system, including uniform data for planning, financing and decision-making;
- To administer designated programs, such as trusteed funds, incentive/discretionary grants, competitive research awards and other programs assigned by the Legislature;
- To develop funding formulas through ongoing committee review and expert advice;
- To advise and offer technical assistance to the Legislature, systems offices and institutions of higher education;
- To approve degree programs and certain construction projects, and to coordinate higher education;
- To publish material on admission policies, transferable courses among universities and community/junior colleges, financial assistance programs and other information to assist students and parents in making decisions about higher education;
- To develop and implement policies on the transfer of lower-division courses among institutions of higher education;
- To develop guidelines for institutional reporting of student performance; and

- To encourage cooperative programs and agreements among institutions of higher education for degree offerings, research, library and computer sharing, and other activities.

Governing boards are educational policy-makers, not implementers. They are trustees of the systems and institutions of higher education. Individuals serving on these boards should have suitable backgrounds for carrying out the following statutory responsibilities:

- To establish institutional goals in compliance with role and scope statements, assuming responsibility for their implementation and the execution of related policies;
- To initiate recommended changes in the institutional role, scope and mission statement for approval by the Texas Higher Education Coordinating Board;
- To select chancellors and institutional presidents;
- To set campus admission standards in accordance with role and scope, correlating them with standards of comparable institutions in other states;
- To set tuition and fees within statutory limits; and
- To accept legal fiduciary responsibilities as trustees in managing funds administered by campuses under the board's purview.

System administrations should serve as coordinators, not managers, and system planners. Their specific statutory responsibilities should include:

- Initiating, monitoring, approving and coordinating institutional long-range planning;
- Approving short-range institutional plans for operations and expenditures;
- Providing technical assistance to institutions such as legal and financial services; and
- Evaluating presidents and their institutions and assisting them in achieving goals.

Colleges and universities should provide postsecondary education and training. Their responsibilities should include:

- Transmitting culture through general education;
- Imparting and extending knowledge;
- Teaching and training students for vocations and professions;
- Providing for scientific, engineering, medical and other academic research;
- Protecting intellectual exploration and academic freedom;
- Striving for intellectual excellence;
- Providing educational opportunity for all who can benefit from postsecondary vocational, technical and academic education and training;
- Offering continuing education opportunities for all citizens; and
- Providing public services.

These responsibilities should be carried out in a cost effective and efficient manner.

ROLE AND MISSION STATEMENTS

We affirm the necessity and importance of all aspects of higher education—vocational and technical training, baccalaureate education and graduate and professional education and training. Each college and university has a unique contribution to make in the education and training process. Diversity among institutions gives us a stronger system statewide.

To strengthen the system of public higher education the Select Committee recommends a role and mission statement for each institution. These statements have two purposes:

- To establish priorities for the state and recognize that each college and university has an important function in achieving those priorities.
- To encourage each institution to identify its academic strengths, set priorities and strive for leadership in those areas within its assigned role and mission.

Angelo State University should be an institution primarily serving West Texas and offering undergraduate and graduate programs. Baccalaureate and master's degrees would be granted. The institution would have the responsibility for achieving excellence in all academic areas—teaching, research and public service. Faculty research, using the facilities provided for and consistent with the primary function of the institution, would be encouraged. Funding for research should be from private sources, competitively acquired sources and appropriated public funding.

Corpus Christi State University should be an institution primarily serving the Corpus Christi metropolitan area and offering junior- and senior-level undergraduate courses and programs and graduate programs. Baccalaureate and master's degrees would be granted. The institution would have the responsibility for achieving excellence in all academic areas—teaching, research and public service. Faculty research, using the facilities provided for and consistent with the primary function of the institution, would be encouraged. Funding for research should be from private sources, competitively acquired sources and appropriated public funding.

East Texas State University should be an institution primarily serving Northeast Texas and offering undergraduate and graduate programs. Baccalaureate and master's degrees would be granted. The institution would have the responsibility for achieving excellence in all academic areas—teaching, research and public service. Faculty research, using the facilities provided for and consistent with the primary function of the institution, would be encouraged. Funding for research should be from private sources, competitively acquired sources and appropriated public funding.

East Texas State University—Texarkana should be a campus of East Texas State University operated as a center offering junior- and senior-level undergraduate courses and programs and graduate programs. Baccalaureate and master's degrees would be granted by and in the name of the parent university. The center would have the responsibility for achieving excellence in all academic areas—teaching, research and public service. Faculty research, using the facilities provided for and consistent with the primary function of the center would be encouraged. Funding for research should be from private sources, competitively acquired sources and appropriated public funding.

Lamar University—Beaumont should be an institution primarily serving Southeast Texas and offering undergraduate and graduate programs. Baccalaureate and master's degrees would be granted. The institution would have the responsibility for achieving excellence in all academic areas—teaching, research and public service. Faculty research, using the facilities provided for and consistent with the primary function of the institution, would be encouraged. Funding for research should be from private sources, competitively acquired sources and appropriated public funding.

Lamar University—Orange should be a separate campus of Lamar University operated as a two-year undergraduate center offering associate degrees or certification programs in technical and vocational areas. Lower-division academic courses to support these programs would be authorized. The associate degree and certification programs should relate to Southeast Texas employment needs. The center would have the responsibility for achieving excellence in all academic areas—teaching, research and public service. Faculty research, using the facilities provided for and consistent with the primary function of the center, would be encouraged. Funding for research should be from private sources, competitively acquired sources and appropriated public funding.

Lamar University—Port Arthur should be a separate campus of Lamar University operated as a two-year undergraduate center offering associate degrees or certification programs in technical and vocational areas. Lower-division academic courses to support these programs would be authorized. The associate degree and certification programs should relate to Southeast Texas employment needs. The center would have the responsibility for achieving excellence in all areas—teaching, research and public service. Faculty research, using the facilities provided for and consistent with the primary function of the center, would be encouraged. Funding for research should be from private sources, competitively acquired sources and appropriated public funding.

Laredo State University should be a center primarily serving the South Texas Border area and offering junior- and senior-level undergraduate courses and programs and graduate programs. Baccalaureate and master's degrees would be granted. The center would have the responsibility for achieving excellence in all academic areas—teaching, research and public service. Faculty research, using the facilities provided for and consistent with the primary function of the center, would be encouraged. Funding for research should be from private sources, competitively acquired sources and appropriated public funding.

Midwestern State University should be an institution primarily serving North Central Texas and offering undergraduate and graduate programs. Baccalaureate and master's degrees would be granted. The institution would have the responsibility for achieving excellence in all academic areas—teaching, research and public service. Faculty research, using the facilities provided for and consistent with the primary function of the institution, would be encouraged. Funding for research should be from private sources, competitively acquired sources and appropriated public funding.

North Texas State University should be a comprehensive, graduate research university offering an array of undergraduate, master's, doctoral and special professional degrees. The institution would have the responsibility for achieving excellence in all academic areas—teaching, research and public service. Research endeavors benefitting the academic strength of the institution and/or the economic strength of the State of Texas would be conducted with emphasis on maintaining momentum as an emerging national research university. Funding for research should be from private sources, competitively acquired sources and appropriated public funding.

Pan American University should be a comprehensive university offering an array of baccalaureate and master's degree programs. Doctoral programs meeting unique needs of the area served by the institution which are not unnecessarily duplicative would be authorized. The institution would have the responsibility for achieving excellence in all academic areas—teaching, research and public service. Faculty research compatible with the academic strength of the institution and/or the economic needs of South Texas, especially the Lower Rio Grande Valley, would be encouraged. Funding for research should be from private sources, competitively acquired sources and appropriated public funding.

Pan American University—Brownsville should be a campus of Pan American University operated as a center offering junior- and senior-level undergraduate courses and programs and graduate programs. Baccalaureate and master's degrees would be granted by and in the name of the parent university. The center would have the responsibility for achieving excellence in all academic areas—teaching, research and public service. Faculty research, using the facilities provided for and consistent with the pri-

mary function of the center, would be encouraged. Funding for research should be from private sources, competitively acquired sources and appropriated public funding.

Prairie View A&M University should be a land-grant institution offering undergraduate and graduate programs. Baccalaureate and master's degrees would be granted. The institution would have the responsibility for achieving excellence in all academic areas—teaching, research and public service. Faculty land-grant related research, using the facilities provided for and consistent with the primary function of the institution, would be encouraged. Funding for research should be from private sources, competitively acquired sources and appropriated public funding.

Sam Houston State University should be an institution primarily serving the North Houston Metropolitan region of Texas and offering undergraduate and graduate programs. Baccalaureate and master's degrees would be granted. The institution would have the responsibility for achieving excellence in all academic areas—teaching, research and public service. Faculty research, using the facilities provided for and consistent with the primary function of the institution, would be encouraged. Funding for research should be from private sources, competitively acquired sources and appropriated public funding.

Southwest Texas State University should be an institution primarily serving South Central Texas and offering undergraduate and graduate programs. Baccalaureate and master's degrees would be granted. The institution would have the responsibility for achieving excellence in all academic areas—teaching, research and public service. Faculty research, using the facilities provided for and consistent with the primary function of the institution, would be encouraged. Funding for research should be from private sources, competitively acquired sources and appropriated public funding.

Stephen F. Austin State University should be an institution primarily serving East Texas and offering undergraduate and graduate programs. Baccalaureate and master's degrees would be granted. The institution would have the responsibility for achieving excellence in all academic areas—teaching, research and public service. Faculty research, using the facilities provided for and consistent with the primary function of the institution, would be encouraged. Funding for research should be from private sources, competitively acquired sources and appropriated public funding.

Sul Ross State University should be an institution primarily serving Southwest Texas and offering undergraduate and graduate programs. Baccalaureate and master's degrees would be granted. The institution would have the responsibility for achieving excellence in all academic areas—teaching, research and public service. Faculty research, using the facilities provided for and consistent with the primary function of the institution, would be encouraged. Funding for research should be from private sources, competitively acquired sources and appropriated public funding.

Sul Ross State University—Uvalde should be a campus of Sul Ross State University operated as a center offering junior- and senior-level undergraduate courses and programs and graduate programs. Baccalaureate and master's degrees would be granted by and in the name of the parent university. The center would have the responsibility for achieving excellence in all academic areas—teaching, research and public service. Faculty research, using the facilities provided for and consistent with the primary function of the center, would be encouraged. Funding for research should be from private sources, competitively acquired sources and appropriated public funding.

Tarleton State University should be an institution primarily serving North Central Texas and offering undergraduate and graduate programs. Baccalaureate and master's degrees would be granted. The institution would have the responsibility for achieving excellence in all academic areas—teaching, research and public service. Faculty research, using the facilities provided for and consistent with the primary function of the institution, would be encouraged. Funding for research should be from private sources, competitively acquired sources and appropriated public funding.

Texas A&I University should be an institution primarily serving the South Gulf Coast of Texas and offering undergraduate and graduate programs. Baccalaureate and master's degrees would be granted. The institution would have the responsibility for achieving excellence in all academic areas—teaching, research and public service. Faculty research, using the facilities provided for and consistent with the primary function of the institution, would be encouraged. Funding for research should be from private sources, competitively acquired sources and appropriated public funding.

Texas A&M University should be a comprehensive, graduate land-grant and sea-grant research university offering an array of undergraduate, master's, doctoral and special professional degrees. The institution would have the responsibility for achieving excellence in all academic areas—teaching, research and public service. Research endeavors benefitting the academic strength of the institution and/or the economic strength of the State of Texas would be conducted with emphasis on maintaining a nationally and internationally recognized research institution. Funding for research should be from private sources, competitively acquired sources and appropriated public funding.

Texas A&M University at Galveston should be a research institute supporting the marine sciences and oceanography academic degree programs at Texas A&M University and The University of Texas at Austin. Research endeavors benefitting the academic strength of Texas A&M University and The University of Texas at Austin and/or the economic strength of the State of Texas would be conducted, with emphasis on establishing and maintaining an internationally recognized research institute. Texas A&M University at College Station and The University of Texas at Austin could offer upper-level and graduate courses in marine sciences and oceanography at the Galveston institute which are supportive to their marine sciences and oceanography academic programs. Funding for research should be from private sources, competitively acquired sources and appropriated public funding.

Texas Southern University should be an urban comprehensive university offering undergraduate and graduate programs. Baccalaureate and master's degrees would be granted. Doctoral and special professional degree programs consistent with the institution's mission which are not unnecessarily duplicative would be authorized. The institution would have the responsibility for achieving excellence in all academic areas—teaching, research and public service. Faculty research, using the facilities provided for and consistent with the primary function of the institution, would be encouraged. Funding for research should be from private sources, competitively acquired sources and appropriated public funding.

Texas Tech University should be a comprehensive, graduate research university offering an array of undergraduate, master's, doctoral and special professional degrees. The institution would have the responsibility for achieving excellence in all academic areas—teaching, research and public service. Research endeavors benefitting

the academic strength of the institution and/or the economic strength of the State of Texas would be conducted with emphasis on maintaining momentum as an emerging national research university. Funding for research should be from private sources, competitively acquired sources and appropriated public funding.

Texas Woman's University should be a comprehensive university offering an array of baccalaureate and master's degree programs. Doctoral programs meeting unique needs of the area served by the institution which are not unnecessarily duplicative would be authorized. The institution would have the responsibility for achieving excellence in all academic areas—teaching, research and public service. Faculty research compatible with the academic strength of the institution and/or addressing the economic needs of Texas would be encouraged. Funding for research should be from private sources, competitively acquired sources and appropriated public funding.

The University of Texas at Arlington should be a comprehensive university offering an array of baccalaureate, master's and doctoral degree programs to meet the needs of the area served by the institution. The institution would have the responsibility for achieving excellence in all academic areas—teaching, research and public service. Research endeavors benefitting the academic strength and national perspectives of the institution and/or addressing the economic needs of the Dallas/Fort Worth Metroplex would be encouraged. Funding for research should be from private sources, competitively acquired sources and appropriated public funding.

The University of Texas at Austin should be a comprehensive, graduate research university offering an array of undergraduate, master's, doctoral and special professional degrees. The institution would have the responsibility for achieving excellence in all academic areas—teaching, research and public service. Research endeavors benefitting the academic strength of the institution and/or the economic strength of the State of Texas would be conducted with emphasis on maintaining a nationally and internationally recognized research institution. Funding for research should be from private sources, competitively acquired sources and appropriated public funding.

The University of Texas at Dallas should be a graduate research university serving the Dallas-Fort Worth Metroplex and offering junior- and senior-level undergraduate courses and programs and graduate programs. Baccalaureate, master's and doctoral degrees would be granted. The institution would have the responsibility for achieving excellence in all academic areas—teaching, research and public service. Research endeavors benefitting the academic strength of the institution and/or the economic strength of the State of Texas would be conducted, with emphasis on maintaining momentum as an emerging research university. Funding for research should be from private sources, competitively acquired sources and appropriated public funding.

The University of Texas at El Paso should be a comprehensive university offering an array of baccalaureate and master's degree programs. Doctoral programs meeting unique needs of the area served by the institution and which are not unnecessarily duplicative would be authorized. The institution would have the responsibility for achieving excellence in all academic areas—teaching, research and public service. Faculty research compatible with the academic strength of the institution and/or addressing the economic needs of Far West Texas would be encouraged. Funding for research should be from private sources, competitively acquired sources and appropriated public funding.

The University of Texas at San Antonio should be a comprehensive university offering an array of baccalaureate and master's degree programs. Doctoral programs meeting unique needs of the area served by the institution which are not unnecessarily duplicative would be authorized. The institution would have the responsibility for achieving excellence in all academic areas—teaching, research and public service. Faculty research compatible with the academic strength of the institution and/or addressing the economic needs of the San Antonio Metropolitan Region and the area it serves would be encouraged. Funding for research should be from private sources, competitively acquired sources and appropriated public funding.

The University of Texas at Tyler should be an institution primarily serving the Tyler/Longview/Marshall area and offering junior- and senior-level undergraduate courses and programs and graduate programs. Baccalaureate and master's degrees would be granted. The institution would have the responsibility for achieving excellence in all academic areas—teaching, research and public service. Faculty research, using the facilities provided for and consistent with the primary function of the institution, would be encouraged. Funding for research should be from private sources, competitively acquired sources and appropriated public funding.

The University of Texas of the Permian Basin should be an institution primarily serving the West Texas area and offering junior- and senior-level undergraduate courses and programs and graduate programs. Baccalaureate and master's degrees would be granted. The institution would have the responsibility for achieving excellence in all academic areas—teaching, research and public service. Faculty research, using the facilities provided for and consistent with the primary function of the institution, would be encouraged. Funding for research should be from private sources, competitively acquired sources and appropriated public funding.

University of Houston—Clear Lake should be an institution primarily serving the Houston/Galveston area and offering junior- and senior-level undergraduate courses and programs and graduate programs. Baccalaureate and master's degrees would be granted. The institution would have the responsibility for achieving excellence in all academic areas—teaching, research and public service. Faculty research, using the facilities provided for and consistent with the primary function of the institution, would be encouraged. Funding for research should be from private sources, competitively acquired sources and appropriated public funding.

University of Houston—Downtown should be an institution primarily serving Houston and offering undergraduate programs. Baccalaureate degrees would be granted. The institution would have the responsibility for achieving excellence in all academic areas—teaching, research and public service. Faculty research, using the facilities provided for and consistent with the primary function of the institution, would be encouraged. Funding for research should be from private sources, competitively acquired sources and appropriated public funding.

University of Houston—University Park should be a comprehensive, graduate research university offering an array of undergraduate, master's, doctoral and special professional degrees. The institution would have the responsibility for achieving excellence in all academic areas—teaching, research and public service. Research endeavors benefitting the academic strength of the institution and/or the economic strength of the State of Texas would be conducted, with emphasis on maintaining momentum as an emerging national research university. Funding for research should be from private sources, competitively acquired sources and appropriated public funding.

University of Houston—Victoria should be a campus of the University of Houston System operated as a center primarily serving the Victoria Crossroads area and offering junior- and senior-level undergraduate courses and programs and graduate programs. Baccalaureate and master's degrees would be granted by the Board of Regents. The center would have the responsibility for achieving excellence in all academic areas—teaching, research and public service. Faculty research, using the facilities provided for and consistent with the primary function of the center, would be encouraged. Funding for research should be from private sources, competitively acquired sources and appropriated public funding.

West Texas State University should be an institution primarily serving the Texas Panhandle and offering undergraduate and graduate programs. Baccalaureate and master's degrees would be granted. The institution would have the responsibility for achieving excellence in all academic areas—teaching, research and public service. Faculty research, using the facilities provided for and consistent with the primary function of the institution, would be encouraged. Funding for research should be from private sources, competitively acquired sources and appropriated public funding.

Texas Public Community/Junior Colleges should be two-year institutions primarily serving their local taxing districts and service areas in Texas and offering vocational, technical and academic courses for certification or associate degrees. Continuing education, remedial/compensatory education consistent with open-admission policies, and programs of counseling and guidance would be provided. Each institution should insist upon excellence in all academic areas—instruction, research and public service. Faculty research, using the facilities provided for and consistent with the primary function of the institution, would be encouraged. Funding for research should be from private sources, competitively acquired sources and local tax revenues.

Community/junior colleges fulfill an important role in providing high-quality lower-division education for students who wish to obtain associate degrees and transfer to senior colleges and universities. They have a special responsibility to encourage upward mobility of these students.

Texas State Technical Institute should serve the State of Texas by offering occupationally oriented programs in highly specialized technical and vocational areas for certification or associate degrees which do not duplicate programs commonly offered by public community/junior colleges. Each Texas State Technical Institute campus would be authorized to develop and offer highly specialized technical programs with related supportive coursework. Primary consideration would be placed on industrial and technological manpower needs of the state. The emphasis of each Texas State Technical Institute campus should be on excellence in instruction and public service. Faculty research, using the facilities provided for and consistent with the primary function of the institution, would be encouraged. Funding for research should be from private sources, competitively acquired sources and appropriated public funding.

FACULTY COMPENSATION

Compensation for faculty at public colleges and universities in Texas should include salaries and benefits no less than the average compensation offered by peer public and private institutions nationwide. Faculty performance, however, also must be commensurate with the level of compensation. The Texas Higher Education Coordinating Board, in development of a State Master Plan, would gather data on peer institutions with comparable roles and scopes. Adequate funding should be provided to reflect those findings.

STUDENT FINANCIAL ASSISTANCE

Needy and deserving students ought to be able to attend college, because Texas will achieve its full economic and social potential only when all individuals have the opportunity to contribute to the full extent of their capabilities. State policy should provide for adequate state funding of student financial assistance.

For more effective use of state and federal student aid, all appropriate programs, including the tuition equalization grant program, should be administered by a single state entity. It would analyze needs of individual students, attending public or independent institutions in Texas, and authorize aid payments for state-financed loans, grants, work-study and all other appropriate programs. Financial assistance not in these categories would be administered by institutions of higher education.

Each year the entity would prepare and submit to the Texas Legislature a student financial aid report which includes:

- Sources of student financial aid;
- Relationship of funds available for student financial aid to student need in Texas;
- Assessment of the effectiveness of state-funded student financial aid; and
- Assessment of student financial aid delivery systems.

DOCTORAL DEGREE PROGRAMS

By 1992 all Ph.D. and doctoral degree programs in Texas public universities should be objectively reviewed by the Texas Higher Education Coordinating Board. Programs at single-doctorate institutions would be studied first. All reviews should be based on the following criteria: (1) program quality, (2) demand for the academic degree, (3) numbers of graduates, (4) demand for graduates and (5) duplication with other programs in Texas.

Existing Ph.D. and doctoral programs at institutions whose role and mission statements do not encompass Ph.D. and doctoral work may be continued with Texas Higher Education Coordinating Board approval. Such programs could be continued however, only with documentation that the program meets unique needs and is not duplicated and/or the institution is uniquely able to offer a quality program. All Ph.D. and doctoral programs failing to meet the criteria should be phased out.

ASSOCIATE DEGREE PROGRAMS

By 1992 all associate degree programs in baccalaureate degree-granting institutions should be phased out, eliminated or—with Texas Higher Education Coordinating Board approval—converted to a four-year baccalaureate program. Governing boards should have the responsibility to implement this recommendation.

TECHNICAL–VOCATIONAL HIGHER EDUCATION

Technical-vocational higher education must be **adaptable** to new training technologies and methods, **flexible** for individual student needs and **responsive** to rapidly changing job markets. It should involve a partnership with business, drawing on the strengths of each sector. This partnership should aid in assessing needs for technical manpower, program planning and delivery, equipment and facilities sharing, technical skills transfer and on-the-job training.

To achieve these purposes the Texas Higher Education Coordinating Board should:

- Conduct statewide needs analyses for technical-vocational training, serve as a clearinghouse for available training programs, and disseminate information on vocational-technical training in conjunction with state economic development programs.
- Employ the following criteria for approval of technical-vocational programs in institutions of higher education:
  - Private sector participation in planning and delivery of industry-specific technical training, including cooperative on-site educational programs and employer contributions of facilities, worker training time or financial resources;
  - State-of-the-art training technologies and methods, including open entry and exit and competency-based instruction;
  - State-of-the-art career adaptability training programs, providing training in such areas as language and mathematical skills and computer literacy;
  - Effective local and regional planning of community college vocational programs in conjunction with Private Industry Councils, local school districts, city and county governments, and chambers of commerce, among others;
  - Occupationally-oriented Texas State Technical Institute programs in highly specialized technical and vocational areas meeting statewide needs, with each campus developing separate and distinct technical and vocational programs; and
  - Community college articulation and cooperation agreements with local school districts for technical training to ensure effective continuation of advanced technical training for high school graduates and remediation for skills-deficient adults.

TESTING AND REMEDIATION

The July 1986 report of the Committee on Testing appointed by the Coordinating Board, Texas College and University System is endorsed. Entitled "A Generation of Failure: The Case for Testing and Remediation in Texas Higher Education," the report makes the following specific recommendations:

- That beginning in the fall of 1989, or as soon thereafter as feasible, all freshmen entering a public college or university in Texas be tested in reading, writing and mathematics skills at levels required to perform effectively in college. The test should be uniform across institutions and should be administered after admission. In no case should such a test bar entry to any student otherwise qualified; this assessment should be a tool of the education process, not the selection process;
- That each institution be authorized to set mininum score requirements above but not lower than the state requirement;
- That colleges and universities develop strong advising programs so that appropriate course placement occurs early in the student's degree program;
- That each public institution be required to offer or make available nondegree credit remedial opportunities on its own campus to those students identified by the test as needing assistance;
- That remediation be required when a component of the basic skills test is failed. All components of the test must be passed on or before the completion of 60 semester hours of degree credit. If not, further course work would be limited to lower division courses until all components of the test have been passed;
- That each college and university be required to evaluate the results and effectiveness of remediation and report annually to the Texas Higher Education Coordinating Board;
- That the Texas Higher Education Coordinating Board be directed to have these tests developed with the active participation at the decision-making level of faculty members from Texas colleges and universities; and
- That the legislature provide the necessary funding to develop and administer the tests and support remediation.

The Select Committee would oppose a statewide basic skills test without the necessary financial support, especially for remediation.

ASSESSMENT OF EDUCATIONAL OUTCOMES

Public institutions of higher education should continually evaluate and assess progress toward fulfilling their roles and missions. But to carry out effective assessment of higher education programs, adequate measures of educational outcomes are essential.

An advisory committee should be established by the Texas Higher Education Coordinating Board to design a process for all Texas public institutions of higher education to begin assessing their undergraduate programs. Procedures would be phased in, with assessments underway by 1990.

Faculty and administrators from Texas public colleges and universities, along with nationally recognized authorities, should work with the advisory committee to assist the Texas Higher Education Coordinating Board in developing the programs. The assessment of educational outcomes should be consistent with the following principles:

- Minimum State level prescriptions be maintained;
- Individuality of institutional missions be respected;
- Administrative and faculty responsibility for designing and implementing the substantive features and processes of an assessment program on each campus be instituted;
- Formal structure on each campus for the exercise of faculty judgment regarding all pedagogical matters such as curriculum design and testing be initiated;
- Institutional assessment of exiting students regarding general education, academic majors, and undergraduate educational factors in work experiences of alumni after the development and operation of an effective program be established;
- Phased-in state and institutional elements of the assessment program be undertaken;
- Continual review of all substantive and procedural elements of the assessment program be initiated; and
- Texas Higher Education Coordinating Board responsibility for stimulating, assisting, coordinating and evaluating assessment programs among Texas institutions be established.

The Texas Higher Education Coordinating Board should be provided adequate funding to support the planning, development and implementation of this program.

TEACHER EDUCATION

The largest number of undergraduate degrees awarded by Texas public colleges and universities are in education, 15 percent of the total. Yet there is unanimous agreement that students need better preparation to be outstanding elementary and secondary teachers and principals. Consensus also exists that greater numbers of bright students should be encouraged to enter the teaching profession.

Texas will need 128,000 new teachers by the year 2000. Some 69 percent of those who will be teaching our young people as the next century begins are not teaching today. We urgently need to develop a long-term view of what the teaching profession should be and strive to assure that the new teachers entering the classrooms in 2000 embody that vision.

The Select Committee recommends that the following provisions be adopted as public policy in order to strengthen teacher education:

- That candidates for teacher certification be required to obtain a baccalaureate degree with a major in one or more academic fields.
- That undergraduate requirements for professional teacher education not extend beyond the quantitative equivalent of the typical minor.
- That graduate degrees in teacher education be maintained at designated institutions.
- That the amount and quantity of field clinical training be increased substantially for teacher certification candidates upon receiving an academic degree. This training should consist of a fully planned clinical experience in schools, coached and supervised by master teachers, experienced school personnel and college faculty. The field training program should be funded by the Legislature.
- That the Legislature increase loan forgiveness programs to teacher trainees to $5,000 per school year for highly qualified students. The loans should be forgiven at the rate of 25 percent annually after recipients have completed their preparation for teaching and have taught three consecutive years in Texas public schools.
- That the Texas Education Agency, working with colleges and universities, implement an intensive program to identify and recruit talented young people to the teaching profession. Funds should be provided by the Legislature for the program.
- That an intensive ongoing multimedia program, comparable to military recruitment campaigns, be funded by the Legislature and directed by the Texas Education Agency to attract qualified prospects to teach in Texas.
- That the Texas Higher Education Coordinating Board study whether teacher education faculty in colleges and universities are paid commensurate with comparable faculty in other areas.
- That the Legislature provide competitive grants to Texas college and university researchers to encourage centers of excellence for research in teaching, curriculum, learning and effective early childhood education.

- That the Legislature limit emergency teaching certificates, issued annually, to no more than three consecutive years.
- That the Texas Education Agency be required by law to evaluate the in-service performance of samples of public school teachers at reasonable intervals. Results of these evaluations should be shared with personnel in school districts and approved teacher education programs.

CORE CURRICULUM OR GENERAL EDUCATION

A reported problem in Texas higher education is that, compared to national statistics, the State's public institutions require of its undergraduates a significantly lower number of hours in liberal arts general education than the number of hours many other states—and institutions considered to have strong baccalaureate programs—have found it proper to require of their undergraduates.

We believe that, in order to strengthen Texas' baccalaureate programs, changes must be made to the State's undergraduate curriculum requirements. Students must be taught not only how to think, but how to learn. They must be taught how to communicate what they learn clearly and concisely, whether in speech or in writing. They must be given what will serve them well for a lifetime: a thorough grounding in the arts, humanities, sciences and in political, social and cultural history.

The Committee recommends that:

- The Texas Legislature require each public college and university to submit to the Texas Higher Education Coordinating Board a statement of rationale and objectives of its core curriculum and the specific content of that curriculum which all of its undergraduates are required to complete prior to receiving their associate or baccalaureate degrees and plans for future changes in the core curriculum;
- The Texas Legislature require the Texas Higher Education Coordinating Board to establish and staff an advisory commission of distinguished members to study the statements with consultation from faculty and recommend exemplary educational objectives which each two-year and senior college or university may, respectively, seek to achieve for all of its students through a new or revised core curriculum, and that the advisory committee recommend the minimum number of semester hours which each two-year college and senior college or university may consider requiring each of its undergraduates to complete prior to graduation;
- The Texas Legislature provide incentive funding for institutions establishing appropriate objectives for their core curricula and exemplary substantive programs to achieve those objectives; and
- The Texas Higher Education Coordinating Board be authorized to require institutions to review and to consider revising their core curricula at appropriate intervals and to report the results of those reviews to the Board.

INSTRUCTION IN THE ENGLISH LANGUAGE: APPROPRIATIONS PROVISION

To address concerns about the quality of instruction in institutions of higher education and to ensure that students are able to comprehend such instruction, the following rider to the appropriations bill for the 1988–89 biennium is recommended:

> All Texas public universities that utilize teaching assistants, instructors, lab assistants, research assistants, lecturers, assistant professors, associate professors, and full professors whose primary language is not English shall establish a program (or short course) that will ensure that all courses (with the exception of foreign languages) will be clearly taught in the English language, or in signed English; provided that, this section shall not prohibit individual assistance to a non-English speaking student in his or her native language during course instruction. The Texas Higher Education Coordinating Board shall monitor and approve such programs at each institution of higher education. Any such institution failing to establish such programs and have such programs approved by the Board by September 1, 1988, shall remit into the General Revenue Fund five percent (5%) of the amount such institution is appropriated for Fiscal Year 1988 in the line item entitled instructional administration.

SUBSTANCE ABUSE

Abuse of alcohol and drugs is a serious problem on our campuses. The Carnegie Foundation in November 1986 reported that 42 percent of undergraduates say alcohol is a problem on campus. "What we found particularly disturbing is the ambivalence college administrators feel about their overall responsibility for student behavior. Many were not sure what standards to expect or require," the report said. "We found students less confused. In our national survey about half of today's undergraduates say they support a code of conduct on the campus; at liberal arts colleges it was 60 percent. A slightly higher percentage of undergraduates said that known drug offenders should be suspended or dismissed."

The University of Michigan annual survey of drug use among the nation's young people found in 1985 that nearly one-third of college students try cocaine during college. In addition, regular users reported an increase in use during their four years of college. The survey further reported that 92 percent of students said they used alcohol, with 45 percent reporting occasions of heavy drinking.

The Select Committee recommends that:

- Every institution of higher education adopt a comprehensive policy on substance abuse and take immediate steps to implement the policy; particular attention should be given to drug education and prevention programs for students, faculty, and staff.

STUDY ON FACULTY

Faculty Tenure

The Select Committee firmly believes in the principle of tenure. We recognize its important role in the structure of governance of higher education and affirm its continuation. The Texas Higher Education Coordinating Board should review the practice of tenure systems in Texas public institutions of higher education to assure that they are in accord with the principles of academic freedom, adaptation to changing institutional needs and missions, and the recruitment of minority and women faculty. Faculty members and faculty organizations should participate in this study.

Part-time Faculty

The Select Committee recommends that:

- The Texas Higher Education Coordinating Board should review the use of part-time faculty in state institutions of higher education to determine:
  - Whether there are equitable salaries and benefits for part-time faculty; and
  - Whether there is an appropriate ratio of full-time and part-time faculty, especially in freshman, sophomore and remedial classes.

ADMISSION STANDARDS

Texas must improve its preparation of students for college. Until students are better prepared for college, we risk reducing access to higher education for many individuals. To help increase the pool of qualified applicants universities should:

- Identify the high school courses, grade point average and role of standardized test scores for college admission and academic success. This information should be provided to eighth grade students and their parents. Universities should advise secondary school guidance counselors to actively encourage any and all minority students with academic promise to enroll in college preparatory courses;
- Adopt admissions standards requiring:
  - Successful completion of a required high school curriculum;
  - Acceptable grade point average in required curriculum; and
  - Acceptable standardized test scores; and
- Set a goal of increasing the academic requirements of entering freshmen to reflect demonstrated improvements in Texas secondary education. Special admission opportunities, comparable to those of peer public colleges and universities in other states, should be maintained to assure access by all ethnic and economic groups.

Higher Education As A Powerful Instrument For Economic Development

HIGHER EDUCATION AS A POWERFUL INSTRUMENT FOR ECONOMIC DEVELOPMENT

State funding for higher education research should be funded through the **Research Enhancement Program,** the **Advanced Research Program,** the **Advanced Technology Program,** and **Special Research Appropriations.**

Competitive research proposals should be evaluated through peer-review.

The State of Texas should deduct from the appropriation to each institution of higher education no more than 50 percent of indirect costs received from all research grants during the preceding biennium.

RESEARCH AND TECHNOLOGY FUNDING

State funding for higher education research should be funded through several approaches. The Select Committee recommends five programs for promoting maximum benefit to the State through its research expenditures: (1) Research enhancement, (2) Advanced research, (3) Advanced technology, (4) Special appropriations and (5) Indirect cost recovery.

Research Enhancement Program. All public universities in Texas should receive support for innovative research and seed monies to attract nonstate financial support. Each campus should receive an appropriation based on the number of full-time equivalent faculty. This formula-based funding should be awarded to faculty within any discipline according to campus-wide competitive peer-review procedures developed at each university.

Advanced Research Program. Nondirected (basic) research should be funded through state-wide competitive peer-review. Research areas would include astronomy, atmospheric science, biological and behavioral sciences, chemistry, computer sciences, earth sciences, engineering, information science, mathematics, material sciences, oceanography, physics and social sciences. Proposals should be judged for excellence by a peer-review process administered by the Texas Higher Education Coordinating Board. All faculty in all Texas public institutions of higher education would be eligible to submit proposals. Annual funding should be at a level equal to at least 10 percent of the average total estimated federally sponsored research for the preceding three years in all Texas public higher education institutions.

Advanced Technology Program. Directed (applied) research enhances the economic growth of Texas through the education of scientists and engineers and the creation of new products and production processes. Advanced technology research should be funded through competitive peer review. Initial research areas would include agriculture/biotechnology/biomedicine, energy, materials science, microelectronics, marine science/aquaculture, aerospace, telecommunications and manufacturing science. (Additional research areas could be added by an advisory panel.) Peer-review panels administered by the Texas Higher Education Coordinating Board should judge proposals based on excellence in research design and possible innovations in cross-disciplinary, multicampus and higher education-industry research collaboration. Competition would be open to faculty in all Texas institutions of higher education (public or private), with a provision for matching grants to higher education institutions conducting collaborative research with corporate and nonprofit organizations. Funding should be provided by state appropriation, as well as corporate or philanthropic contributions.

Special Research Appropriations. Funding for some special university research missions is currently provided by line-item appropriations. Such research and technology-transfer programs should be subject to merit review at least every five years. Commencing in FY88, the Texas Higher Education Coordinating Board should appoint advisory panels to evaluate these research programs for merit, competent research performance and relevance of research for achieving goals important to Texas. The Texas Higher Education Coordinating Board would report findings to the Legis-

lative Budget Board, with recommendations for program reauthorization, revision or discontinuation.

Indirect Cost Recovery. The State of Texas should deduct from the appropriation to each institution of higher education no more than 50 percent of indirect costs received from all research grants during the preceding biennium. Monies retained through this indirect cost recovery should be used to conduct and support other campus-based research, including the purchase of equipment.

Manage and Control Higher Education

For Better Results

MANAGE AND CONTROL HIGHER EDUCATION FOR BETTER RESULTS

Five governing **board and system alignments** should be adopted:
The University of Texas System
Texas A&M University System
Texas Comprehensive University System of the North and West
Texas Comprehensive University System of the South and East
and Texas State University System.

A regent level advisory panel should be appointed
by the Governor to promote better coordination
between The University of Texas and Texas A&M University Systems.

Boards of Regents of the five systems
should be composed of twelve members
appointed to six-year, staggered terms,
with no more than two appointees from a single senatorial district.

The Texas Higher Education Coordinating Board
should develop and implement methods for coordinating programs
for community and junior colleges and the Texas State Technical Institute;
it should study the feasibility of the statutory creation
of a separate, statewide coordinating board for these institutions.

University funding proposals should include
base funding determined by formulas reflecting institutional roles and missions;
incentive funding for academic enhancement and managerial innovation;
and special initiative funding for academic programs.
The financing for community/junior colleges and
the Texas State Technical Institute shall be based on contact hours.

Human resources and **physical plant** management policies
should be developed.

Accounting and financial reporting procedures
must be uniform.

Purchasing authority of all colleges and universities
should be expanded.

Statewide higher education telecommunications networks
should be adopted.

Cash management procedures
requiring all institutions of higher education to select
their banking relationships competitively
should be adopted.

BOARD AND SYSTEM ALIGNMENTS

The Coopers and Lybrand comprehensive study of governance, funding and management of higher education stated as the principal conclusions, "the diversity and rapid growth of the Texas system of public higher education are not being managed efficiently."

The study states that the roots of these problems are threefold:

- The overall structure and approach to governance of the system promotes conflict and inefficiency;
- The state funding process for higher education encourages irrational decisions and inefficient resource management; and
- Governance and funding problems are severely compounded by the absence of a clearly articulated set of goals and priorities for public higher education in Texas.

The Select Committee has offered recommendations on funding, goals and priorities, institution roles and missions and management improvements.

The complex issue of governing board and system alignments which promote more effective and efficient use of people, buildings and money was found to be controversial. All Select Committee discussions about changing the status quo met opposition—closures, mergers, tiering of institutions by function, regional systems and a single system and governing board for all institutions.

Texas constitutional considerations add to the complexity of the issue. Any board and system realignment recommendation must address changing the eligibility of each institution to participate in the use of the two constitutionally established and dedicated funds, the Permanent University Fund (PUF) and the Higher Education Assistance Fund (HEAF). Because of the long-range commitments of those constitutional funds, the Select Committee concluded that changes in The University of Texas System and The Texas A&M System could not be accomplished without creating greater problems.

We believe more efficient and effective management of our public institutions of higher education can be achieved by reducing the number of public university governing boards while leaving PUF and HEAF eligibility intact. The result would be improved delivery of technical services—accounting, fund management and legal assistance. Long-range planning for higher education would be more comprehensive and duplicated graduate programs could be reduced. Institutional cooperation would be promoted leading to shared degree programs and buildings as well as leveraged research monies and programs.

Actions needed to achieve better efficiency and management include: modification of the existing structure of university governing boards and systems; the creation of an advisory panel between The University of Texas and Texas A&M systems; changes in the governing board membership selection process; and a feasibility study of a separate, statewide coordinating board for community/junior colleges and the Texas State Technical Institute.

The Select Committee recommendations are:

Universities

The existing structure of governing boards and systems should be abolished and the following structure adopted:

THE UNIVERSITY OF TEXAS SYSTEM
- The University of Texas at Arlington
- The University of Texas at Austin
- The University of Texas at Dallas
- The University of Texas at El Paso
- The University of Texas at San Antonio
- The University of Texas at Tyler
- The University of Texas of the Permian Basin
- The University of Texas Cancer Center
- The University of Texas Health Center at Tyler
- The University of Texas Health Science Center at Dallas
- The University of Texas Health Science Center at Houston
- The University of Texas Health Science Center at San Antonio
- The University of Texas Medical Branch at Galveston

TEXAS A&M UNIVERSITY SYSTEM
- Prairie View A&M University
- Tarleton State University
- Texas A&M University
- Texas A&M Service Agencies
- Texas A&M University at Galveston

TEXAS COMPREHENSIVE UNIVERSITY SYSTEM OF THE NORTH AND WEST
- North Texas State University and the Texas College of Osteopathic Medicine
- Texas Tech University
- Texas Tech University Health Sciences Center
- Texas Woman's University

TEXAS COMPREHENSIVE UNIVERSITY SYSTEM OF THE SOUTH AND EAST
- Lamar University—Beaumont
- Lamar University—Orange
- Lamar University—Port Arthur
- Pan American University
- Pan American University at Brownsville
- Texas Southern University
- University of Houston—Clear Lake
- University of Houston—Downtown
- University of Houston—University Park
- University of Houston—Victoria

TEXAS STATE UNIVERSITY SYSTEM

Angelo State University
Corpus Christi State University
East Texas State University
East Texas State University at Texarkana
Laredo State University
Midwestern State University
Sam Houston State University
Southwest Texas State University
Stephen F. Austin State University
Sul Ross State University and its Uvalde Study Center
Texas A&I University
West Texas State University

Advisory Panel

A regent level advisory panel between The University of Texas and Texas A&M University Systems should be appointed by the governor to promote greater coordination between the two systems.

Board Membership and Selection Process

The boards of regents of the five recommended systems should be composed of twelve members appointed by the governor and confirmed by the senate. They should serve six-year, staggered terms, with no more than two members from a single senatorial district appointed on a board.

Feasibility Study

The Texas Higher Education Coordinating Board should develop and implement procedures for coordinating programs for community/junior colleges and the Texas State Technical Institute. The Board should consider the feasibility of creating a separate, statewide coordinating board for these institutions.

GENERAL FUNDING POLICIES

Funding policies should allocate resources efficiently while providing incentives for quality and institutional diversity.

To provide an overview of statewide funding needs for public colleges and universities, the Texas Higher Education Coordinating Board should present a comprehensive summary and analysis of institutional appropriations requests to the Legislature. Recommended policies for funding universities, community/junior colleges and the Texas State Technical Institute are:

Universities

University funding should include: (1) base funding determined by formulas reflecting institutional roles and missions, (2) incentive funding for academic enhancement and managerial innovation and (3) special initiative funding for academic programs. Provisions for greater flexibility also will promote more effective use of funds.

Base Funding should remain formula-driven, with the following modifications:

- All institutions would receive adequate base funding according to role and mission, with special attention given to funding elements which directly support faculty; and
- Fixed and variable elements of cost would be reflected in funding formulas.

Incentive Funding should be established to reward institutions achieving specific goals for:

- Minority recruitment and retention while keeping standards high;
- Specified graduation rates while keeping standards high;
- Demonstrated commitment to a liberal arts core curriculum;
- Demonstrated commitment to continuing education programs;
- Improvements in energy conservation;
- Improvements in use of campus buildings;
- Demonstrated commitment to renovation and maintenance of existing facilities;
- Development of articulation arrangements;
- Accreditation of a specified proportion of eligible academic programs;
- Assessment of the performance of graduates as a measure of general education outcomes (for example, assessing performance of a sampling of graduates on appropriate standardized tests);
- Assessment of the performance of graduates on a measure of specialized field outcomes (for example, assessing performance of a sampling of graduates on professional licensing examinations);
- Evaluation of instructional programs through a survey of students, recent alumni and the community/employers;
- Peer evaluation of academic and research programs by scholars from other institutions on a continuing, systematic basis; and

- Attainment of, or progress toward, academic goals established by the institution in its long-range plan.

Each goal should be weighted according to priorities established by the Legislature and funded by a proportion of base funding.

Special Initiative Funding should promote educational excellence. Specific programs would include:

- An eminent scholars program, authorized in 1983, to enable public universities to attract high-quality students and faculty and encourage private contributions;
- A teaching excellence program to recognize and reward outstanding teaching;
- A program excellence challenge to encourage universities to identify their best undergraduate programs for one-time enrichment grants; and
- An academic challenge to develop priority undergraduate and graduate programs institutionally.

Other Provisions

Flexibility in the use of State funds should be enhanced by:

- Appropriating base funding to the institutions in lump-sum amounts, while continuing to use formulas for determining the base funds; and
- Permitting institutions to retain unexpended balances.

Campus and system administrations also should be encouraged to maximize the use of local funds within legal and constitutional limits to support programs consistent with their role and mission. Unless statutorily specified otherwise, all receipts collected by institutions of postsecondary education should be maintained locally and outside the State Treasury. Local funds would include:

- Tuition and building use fee revenue;
- Restricted and unrestricted gifts and donations;
- Restricted and unrestricted interest income;
- Service department revenue;
- Funds from auxiliary enterprises, such as residence halls, food services, bookstores, snack bars, university hospitals and other services;
- Grants and contracts for research projects or training;
- Indirect cost return revenue;
- Student aid monies;
- Special endowments;
- Annuity and life income trust funds;
- Certain plant funds for construction, renewal and replacement, retirement of debt, and investment; and
- Agency funds held for student and professional organizations, as well as group insurance funds.

Governing boards should retain full authority for the use of these funds within legal and constitutional limits. Reports should be required to assure accountability. To improve existing reporting procedures, the Texas Higher Education Coordinating Board should strengthen its management information system and the State Auditor should develop uniform accounting and classification procedures. These two agencies also should establish guidelines for reporting and accounting, along with simplified methods to reduce paperwork and duplicative reports. Accountability indexes would be established to ensure the proper use of local funds while protecting institutional autonomy and authority.

Community/Junior Colleges and Texas State Technical Institute

The financing of community/junior colleges and the Texas State Technical Institute should be based on contact hours within categories developed, reviewed and updated by the Texas Higher Education Coordinating Board. The stewardship of state funds, local ad valorem tax revenues and other local funds should be managed by the institutions and their respective governing boards.

MANAGEMENT TECHNIQUES

More efficient techniques for managing resources should be used by the Texas Higher Education Coordinating Board, governing boards, system offices and campus administrators. These techniques would streamline operations and improve accountability. Cost savings generated by the institutions should be retained and redeployed on the campus.

Human Resources Management policies should be developed by the Texas Higher Education Coordinating Board and others to increase productivity and provide benefits in a cost-effective manner. These policies should include:

- Improvement of health benefits for college and university employees through statewide group programs;
- Creation of a management training system to assist colleges and universities in developing personnel management systems and complying with requirements for equal employment opportunity and affirmative action, particularly in regard to recordkeeping;
- Five year institutional plans to manage personnel overhead, establish position control systems for administrative personnel and implement productivity improvement programs; and
- Specific institutional plans to identify, develop and recruit outstanding leaders.

Physical Plant Management policies should emphasize maintaining the State's investment in land and facilities. Those policies should include:

- Development of estimated maintenance costs for the life of buildings for inclusion in requests for new construction;
- Initiation of policies to undertake needed repairs and rehabilitation ending the practice of deferred building maintenance:
- Development of annual five-year plans for major repair and rehabilitation projects and new construction, regardless of funding sources; and
- Implementation of policies and practices to reduce utility costs.

Accounting and Financial Reporting Procedures necessary in the management of higher education include:

- Uniform financial reporting system developed and maintained by the State Auditor's Office; and
- Continual evaluation by the Texas Higher Education Coordinating Board of data requirements to simplify reporting.

Purchasing Authority of all colleges and universities should be expanded by:

- Giving institutions responsibility for all purchases;
- Restricting the State Purchasing and General Services Commission to the

role of negotiator, upon the request of institutions, on purchasing contracts; and
- Requiring state audits of institutional purchases to ensure accountability and conformity with sound business practices.

Statewide Higher Education Telecommunications Networks should be adopted and implemented, as practical, for integrated teaching and data transmission and computation.

Cash Management Procedures should be adopted by the state to require that all institutions of higher education:

- Select their banking relationships competitively; and
- Invest in authorized financial instruments, including certificates of deposit, government-backed securities and Treasury bills.

STUDY OF TEXAS MEDICAL AND ALLIED EDUCATION

A first-class system of medical and allied health education and research is vital to our state. But the process of educating physicians and health professionals is complex and expensive. Appropriations to health-related public institutions of higher education in fiscal year 1987 total $788 million, 27 percent of higher education funding. The state now spends $52,000 for each medical student and $44,000 for each dental student on an annual basis.

The Select Committee recommends that the Legislature create and fund the Special Committee on Post-Secondary Medical and Allied Health Education. This panel should conduct a separate comprehensive study and develop a master plan for medical and allied health education and research. The master plan should include recommendations for the most effective system of governance, as well as role and mission statements for each institution. It should also assess the long-term manpower needs for physicians and health professionals in Texas. The role of medical institutions in state-supported hospitals and health-care provision to Texas residents are other issues which should be addressed. The master plan further should provide for the resources needed to maintain medical education and research of the highest quality.

Conclusion

CONCLUSION

Excellence in higher education demands quality and access, two sides of the same coin.

Quality without access is elitism.

Access without quality is mediocrity.

CONCLUSION

Texans have always had a vision for excellence in higher education and the determination to shape it to meet the State's needs. The very existence of the Select Committee on Higher Education is evidence of this vision and determination. The Select Committee offers this report to the Texas Legislature and the people of Texas with the following sentiment:

> Excellence in higher education demands both quality and access. Quality and access are simply two sides of the same coin. Quality without access is not quality, it is elitism. Access without quality is not access, it is mediocrity. Quality and access can both be achieved as we strive to manage our system of higher education more efficiently and effectively and as we make the necessary investments in higher education to meet the needs of our growing population, to enhance the quality of life in Texas, and to promote our economic development.

Appendices

APPENDIX A

HOUSE CONCURRENT RESOLUTION, No. 105

WHEREAS, The continued progress and prosperity of this state has a direct correlation with the quality of the state's system of higher education; and

WHEREAS, The recent study of the public education system in Texas and the budget crisis currently facing the state have focused widespread attention on problems, costs, and other issues relating to higher education; and

WHEREAS, Serious consideration and long-range planning are essential to ensuring that the state's higher education system not only meets the needs of our growing population, but also makes a positive contribution to economic development and quality of life in the state; and

WHEREAS, A comprehensive examination of the critical issues facing and influencing the state's higher education system that results in concrete ideas and recommendations for legislative action and policy determination would be of inestimable long-term benefit to all Texans; now, therefore, be it

RESOLVED, That the 69th Legislature of the State of Texas does hereby establish a special interim committee to make a comprehensive study of all issues and concerns relating to higher education in Texas, covering all components of the higher education system, including junior colleges; and, be it further

RESOLVED, That the study include, but not be limited to funding; cost-effective alternatives for maintaining the higher education system; curriculum requirements; undergraduate, graduate, and professional education programs; and technology; and that it give particular emphasis to the issues of long-term enrollment projections; the distribution, production, and excellence of academic programs; projected appropriations; and the projected needs for higher education programs, research, and facilities in Texas; and, be it further

RESOLVED, That the committee be named the Select Committee on Higher Education; and, be it further

RESOLVED, That the committee be composed of the governor; lieutenant governor; speaker of the house of representatives; chairman of the Senate Committee on Education; chairman of the House Committee on Higher Education; five members appointed by the governor; four members appointed by the lieutenant governor; four members appointed by the speaker of the house of representatives; and the chairman of the Coordinating Board, Texas College and University System; and, be it further

RESOLVED, That the governor serve as ex officio chairman of the committee and designate a chairman from among the committee members to preside in the governor's place, and that the lieutenant governor and the speaker of the house of representatives serve as ex officio co-vice-chairmen; and, be it further

RESOLVED, That the chairman shall appoint advisory committees, as necessary, and the committee shall hold meetings and public hearings at the call of the chairman; and, be it further

RESOLVED, That the Legislative Budget Board, the Texas Legislative Council, the Governor's Office, the Coordinating Board, Texas College and University System, the Senate, and the House of Representatives be authorized to provide staff support to the committee on the request of the committee; and, be it further

RESOLVED, That the committee be authorized to request the assistance, where needed in the discharge of its duties, of state agencies, departments, and offices and that it is the duty of such departments, agencies, and offices to assist the committee when requested to do so; the committee shall have the power to inspect the records, documents, and files of every department, agency, and office of the state to the extent necessary to the discharge of its duties within the area of its jurisdiction; and, be it further

RESOLVED, That the committee have all other powers and duties provided to special committees by the Senate and house rules of procedure, by Article 5429f, Vernon's Texas Civil Statutes; and, be it further

RESOLVED, That the committee have all power and duties provided to special committees by the senate and house rules of procedure, by Article 542f, Vernon's Texas Civil Statutes; and, be it further

RESOLVED, That all committee proceedings shall be conducted in accordance with the Rules of Procedure of the Texas House of Representatives; and, be it further

RESOLVED, That the committee make a complete report including findings and recommendations and drafts of any legislation considered necessary, to the 70th Legislature when it convenes in January, 1987. Five copies of the completed report shall be filed in the Legislative Reference Library; five copies shall be filed with the Texas Legislative Council; two copies shall be filed with the secretary of the senate; and two copies shall be filed with the speaker of the house. Following official distribution of the committee report, all remaining copies shall be deposited with the legislative reference librarian.

Adopted
May 16, 1985

APPENDIX B

SELECT COMMITTEE ON HIGHER EDUCATION
TASK FORCE MEMBERSHIP

Quality and Access
Earl Lewis, Chairman
Representative Wilhelmina Delco
Judge Reynaldo Garza
Joe McCormick
Senator Carl Parker
Bill J. Parsley
Governor Mark White

Funding, Governance and Management
Peter O'Donnell, Jr., Chairman
Bill Blakemore
Senator Ray Farabee
Speaker of the House Gib Lewis
Wales Madden, Jr.
George Mitchell
Representative Jim Rudd
Arthur Temple

Research, Technology, and
Higher Education/Business Relations
Norman Hackerman, Chairman
Glenn Biggs
Lt. Governor William P. Hobby, Jr.
Bob Inman
Senator Grant Jones
Deborah Kastrin
Representative Al Luna